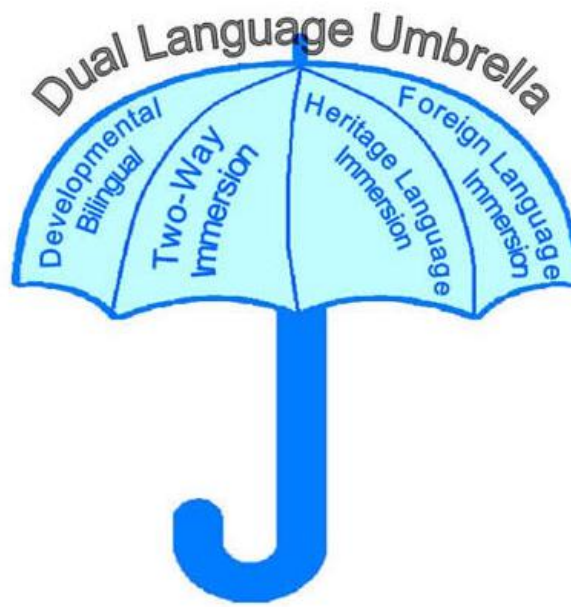


Dual Language Education Programs

Dual Language Education Program is the umbrella term for bilingual programs where the goal is for students to become bilingual and biliterate. Dual language programs use the partner language for at least half of the instructional day in the elementary years. These programs generally start in kindergarten or first grade and extend for at least five years, and many continue into middle school and high school.

The “umbrella” image below is often used as a graphic to illustrate the various programs included in the term dual language education.



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Types of Dual Language Programs

There are four main types of dual language programs, differing mainly in the population of students:

- **Developmental bilingual** programs (also referred to as maintenance or late-exit bilingual programs) are those that use the first language of the English language learners (ELLs) in instruction to teach content and ensure that ELLs gain proficiency in English. Students are from the target language population; developmental programs are one-way immersion programs in that the population is homogeneous.

- **Two-way immersion programs** are dual language bilingual programs that serve English speakers and speakers of the partner language in the same classroom, with a 50-50 mix of students from each language population. Usually, the speakers of the partner language are English language learners (ELLs). Both English and the first or native language of the ELL students are used in content and language arts instruction.
- **Heritage language programs** use the non-English language background (heritage language) of the students. All students share the same non-English language, so programs are considered to be one-way immersion programs. Students may or may not be proficient in the heritage language. That is, the students may be fluent and the program is a developmental or maintenance program (e.g., Spanish for Spanish speakers), or the language is being renewed/reclaimed in the community (e.g., Native American language revitalization programs where the language is not used by all in a community). The target language is the primary language of content instruction and/or language arts instruction.
- **World language immersion programs** are one-way immersion programs that enroll primarily native English speakers who are learning a world language. The goal of these programs may be for students to become bilingual.